

Rhode Island Department of Education
Office of Student, Community and Academic Supports

School Support System Report and Support Plan

William M. Davies Jr. Career and Technical High School

April 4, 2014

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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William M. Davies Jr.
Career and Technical High School

SCHOOL SUPPORT SYSTEM REVIEW

TEAM MEMBERS

Jane Slade, Jane Keane and Susan Wood

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2011 – June 30, 2012 State Performance Plan information on William M. Davies Jr. Career and Technical High Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 91.21%. (RI District Average is 63.12%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 8.79% (RI District Average is 16.60%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 6.76%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</p> <ul style="list-style-type: none"> A. The district's disability subgroup did not meet the State's minimum "n" size for public reporting. B. Participation rate for children with IEPs. 100% C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 38.24% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (38.24%).] 	Data Analysis State Performance Plan		

Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout the high school there were varying examples of student centered, teacher facilitated, differentiated instruction, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the Common Core.</p> <p>School faculty are engaged in analyzing student data such as the SWIS, the Stanford 10, DORA, NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss instructional strategies and interventions.</p>	Data Analysis Interviews Observation		
Result	4	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (Rtl) (Academic)</p> <p>Davies has an established MTSS initiative supporting a multi-tiered academic and behavioral intervention model. The MTSS included universal targeted and intensive instruction, evidence based supports and an array of assessment tools and progress monitoring strategies. Tier I interventions are managed at the classroom level. School counselors manage the discussion addressing Tier II interventions through further exploration at the classroom level and/or participation in models of support. Tier II/III interventions are referred to the Rtl Team for further analysis and intervention planning.</p> <p>School-wide Academic Interventions Through entrance exams in addition to annual assessments students receive additional math (Star Math) and reading support addressing targeted skills.</p> <p>For students participating in the math intervention class, as determined by further testing by the Star assessment students may participate in daily math support and/or every other week per the school schedule.</p> <p>Academic Support – This is a half credit or full credit course for students on IEPs, 504 or students referred to Rtl who may require instructional guidance, one-on-one support, check in, targeted skill development and additional instructional guidance.</p> <p>Academic Recovery – An after school mandatory program (transportation provided) for all students who have failed a content course including reading. Each day addresses a different content area utilizing pre and post testing to demonstrate progress.</p>	Data Analysis State Performance Plan		

Result/ Compliance	5	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <table border="1"> <tr> <td>White</td><td>OHI</td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr> <tr> <td>Students with Disability</td><td>17</td><td>14</td><td>11</td><td>9</td><td></td></tr> <tr> <td>Total Students</td><td>396</td><td>327</td><td>314</td><td>301</td><td></td></tr> <tr> <td>District Risk</td><td>4.29</td><td>4.28</td><td>3.50</td><td>NA</td><td></td></tr> <tr> <td>District Risk Ratio</td><td>4.4</td><td>4.2</td><td>3.3</td><td>NA</td><td></td></tr> </table> <table border="1"> <tr> <td>Native American</td><td>ADR</td><td></td><td></td><td></td><td></td></tr> <tr> <td></td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr> <tr> <td>Students with Disability</td><td>0</td><td>0</td><td>1</td><td>2</td><td></td></tr> <tr> <td>Total Students</td><td>5</td><td>5</td><td>5</td><td>6</td><td></td></tr> <tr> <td>District Risk</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td></td></tr> <tr> <td>District Risk Ratio</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td></td></tr> </table> <p>A review of policies, procedures, and practices conducted onsite and electronically, including individual student case reviews, found no disproportionate representation due to inappropriate identification practices.</p>	White	OHI						2010	2011	2012	2013	2014	Students with Disability	17	14	11	9		Total Students	396	327	314	301		District Risk	4.29	4.28	3.50	NA		District Risk Ratio	4.4	4.2	3.3	NA		Native American	ADR						2010	2011	2012	2013	2014	Students with Disability	0	0	1	2		Total Students	5	5	5	6		District Risk	NA	NA	NA	NA		District Risk Ratio	NA	NA	NA	NA		Data Analysis State Performance Plan		
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Result	6	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</p> <p>The total of all students suspended more than 10 days was less than ten students. In both 2011-2012, Davies had less than ten students with IEPs suspended more than 10 days.</p> <p>Suspension (State Performance Plan Indicator #4b): Significant discrepancy in the rate of suspensions (for students with IEPs, by race/ethnicity) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</p> <p>The total of all students suspended more than 10 days was less than 10 students. In 2011-2012, Davies had less than 10 students with IEPs, by race/ethnicity suspended more than 10 days.</p>	Data Analysis State Performance Plan																																																																										

Result	7	<p>Multi-tiered system of Support (MTSS)/Response to Intervention (Rtl) (Social Emotional Supports)</p> <p>Davies is a positive behavioral support and intervention (PBIS) school with clear student expectations. (The 3r's)</p> <p>A PBIS team manages social emotional support activities through a rewards and celebration initiative.</p> <p>School-wide Information System (SWIS) data is analyzed to identify whole school climate issues and concerns that then can be addressed through the Advisory Program curriculum supporting character education and social emotional learning development.</p> <p>Advisory is held daily addressing specific activities as identified through SWIS analysis/PBIS lessons and transition activities.</p> <p>Social Emotional/interventions</p> <p><u>Tier I – PBIS School Wide Expectations</u></p> <ul style="list-style-type: none"> - Parent Contact (Behavior/Academic) <p><u>Tier II – Group Counseling</u></p> <ul style="list-style-type: none"> - Check and Connect (Behavior/Attendance /Grades) - Parent/Guardian Contact (Behavior/Academic) <p><u>Tier III – Individual Counseling</u></p> <ul style="list-style-type: none"> - Parent Meetings - Check and Connect <p>School Removals/Disciplinary Policies. Throughout the school behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p>Resource Assignment Center – Structured environment for students experiencing social emotional and/or behavioral challenges and may be an environment for students as an alternative to suspension. This environment is supported by a general educator and teacher assistant along with the teacher of record content area teacher rotating through the day. Special educator / case managers will additionally provide specific instruction and/or supports as determined by the IEP. Additionally support is provided by the school social worker and psychologist.</p>			
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Result	8	Preschool Continuum William M. Davies is a high school thus, has no preschool continuum or State Performance Plan (SPP) early childhood indicators.	Data Analysis State Performance Plan		
Result	9	Program Continuum Elementary Level William M. Davies is a high school thus, has no elementary level continuum	Data Analysis Interviews Observation	.	
Result	10	Program Continuum Middle Level William M. Davies is a high school thus, has no middle level continuum	Data Analysis Interviews Observation	.	
Result	11	Brief Overview William M. Davies, Jr. Career and Technical High School, located in Lincoln Rhode Island, is a local education agency (LEA) serving students throughout the state but primarily from Central Falls, Lincoln, North Providence, Providence, Pawtucket and Smithfield. Davies is a four year high school that offers both academic and career-focused programs, plus SkillsUSA membership and competitions, intramural sports and many other activities for students. After a ninth grade exploratory experience, students may choose a program in one of the ten (10) different career-related areas. Davies has ten (10) technical programs of study. These include the following: 1. <u>Automotive Careers</u> - Auto Mechanics, Repair - ASE Certification - Re-Conditioning, Refinishing - Customer Service 2. <u>Biomanufacturing Technology</u> - Aseptic Laboratory Skills - Forensics - Cell Culture Techniques - Water Quality Analysis 3. <u>Building and Construction Trades</u> - Blueprint Reading - Frame Construction - Finish Carpentry - Green Technology - Project Design	Data Analysis Interviews Observation		

		<p>4. <u>Cosmetology and Barbering</u></p> <ul style="list-style-type: none"> - Cutting and Styling - Nail Care - Color Application <p>5. <u>Electrical/Telecommunications</u></p> <ul style="list-style-type: none"> - Residential, Commercial Wiring - Alarm, Security Systems - Blueprint Reading <p>6. <u>Electronics/Robotics</u></p> <ul style="list-style-type: none"> - Analog & Digital Design - Electronic Applications - Electronic Circuit Troubleshooting - Robotics & Automation <p>7. <u>Graphic Arts and Printing</u></p> <ul style="list-style-type: none"> - Printing and Production - Layout and Design - Screen Printing - Photography - PrintEd Certifications - Adobe Certified Associate <p>8. <u>Health Careers</u></p> <ul style="list-style-type: none"> - Basic Nursing Skills - CVS Pharmacy Services Training - CNA Certification - CPR Training - Electronic Medical Records <p>9. <u>Hospitality</u></p> <ul style="list-style-type: none"> - Hot and Cold Food Preparation - Baking - Food Safety, Table Service - NOCTI Certification <p>10. <u>Machine Technology</u></p> <ul style="list-style-type: none"> - Blueprint Reading - Metalworking Theory 			
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		<ul style="list-style-type: none"> - Milling, Grinding, Turning - CAD/CAM, CNC Operation <p>School-to-Career Program: Davies School-to-Career Program offers a variety of activities, both in-school and in community business sites to assist students in understanding between learning and work as well as how to prepare for particular careers. Students participate in job readiness workshops, job application and resume preparation, dress for success workshops, interview and job searching techniques. Work-based learning activities such as job shadow, business tours, paid or unpaid internships are also components of the educational program. Both staff and administration expressed the need for increased community-based internships as a critical experience that needs to be embedded into the curriculum for all students. The School-to-Career Program also offers Business-sponsored Training Centers at Davies to learn industry-standard technical skills. Davies has established Post-Secondary Partnerships with local post-secondary institutions for students to learn about pathways to continue their education beyond Davies.</p>			
Result	12	<p>Program Continuum High School Level</p> <p>Davies has 827 students and approximately 84 have IEPs. The special education program continuum is as follows:</p> <p>Specialized instruction is facilitated through inclusive efforts, co-teaching and self-contained classes. 100% of students receiving special education services are in the general education setting 80% or more of the school day:</p> <p>Inclusive classes - (9th- 12th)Daily</p> <ul style="list-style-type: none"> - English/Language Arts- 9 classes; Math-15 classes; Social Studies-5 classes; Science- 7 classes - All inclusive classes have one full-time general educator and one full-time special educator. Teacher assistants schedules are adjusted regularly based on the changing student need. <p>Self-Contained Classes- Daily</p> <ul style="list-style-type: none"> - Two EcoMath Classes: 1 Geometry and 1 Algebra 1; One 11th Grade ELA class - Class size range from 5-8 students per class - All students receiving math in a self-contained setting require specialized instruction in math per their IEP. 	Data Analysis Interviews Observation		

Result	13	<p>Special Education Structure</p> <p>The full-time staff that support Diverse Learner Programs at Davies include the following:</p> <ul style="list-style-type: none"> - One Director of Diverse Learner Programs - One diagnostic prescriptive teacher/LEA representative - One parent liaison/special education clerk - Eight special educators - Six teacher assistants - Social Services Coordinator <p>Davies contracts for speech and language, occupational therapy and clinical psychological services.</p> <p>Professional development is reported by administration and staff as a strength at Davies. A number of professional development opportunities are provided throughout the school year. In addition, the special education department has created an internal Google doc's website for educators to post and share teaching strategies.</p>	Data Analysis Interviews Observation		
Result	13	<p>Adaptive Physical Education (APE) is offered per the IEP as appropriate. Currently, there are no students who require APE.</p>	Data Analysis Interviews Observation		
Result	14	<p>Extended School Year (ESY) Through the IEP process if eligibility is determined Davies will provide ESY per the IEP.</p>	Data Analysis Interviews		
Result	15	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>Davies maintains a Local Special Education Advisory Committee (LAC). The diagnostic prescriptive teacher, bilingual parent liaison and Special Education Director attend LAC meetings. The LAC has members and an identified chair. The special education advisory committee information is available at all parent appropriate events at Davies and recruitment of new members occurs throughout the school year. In addition, Davies also maintains a community and public relations committee promoting parent engagement for all students.</p>	Data Analysis Interviews Observation		

Result	16	School Efforts to Partner with Parents (State Performance Plan Indicator #8): The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2012-2013) is 15% of parents whose children have IEPs. Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 43%.	Data Analysis State Performance Plan		
Result	17	Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2) Davies graduation rate is 76.4% for all students and 77.3% for students with disabilities. The rate for all students approximates the state average rate of 77.1% and Davies is notably higher than the state rate of 58.5% for students with disabilities. Davies dropout rate is 9.3% for all students and 18.2% for students with disabilities. These rates are lower than the state average rates of 11.9% for all students and 20.1% for students with disabilities.	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	Records of approximately four students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following: -Annual academic and/or functional goals not quantitative or measureable -Short term objectives lack measurability -Post school goals were not measureable (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility	Data Analysis Interviews Observation	Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.	

		Determinations, Individualized Education Programs and Educational Placements)		Timeline: Immediately and ongoing. Progress check: January 2015	
Result	2	Child outreach William H. Davies is a high school thus, has no child outreach data.	State Performance Plan data Interviews		
Result	3	Child Find (State Performance Plan Indicator #11) Davies for the 2012-2013 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 4/1/14, Davies was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2013-2014 school year.	State Performance Plan data		
Result	4	Special educators provide all general educators with the IEP accommodation/modification page of the IEP along with related goals as appropriate.	Data Analysis Interviews Document Review		
Result/ Compliance	5	Specific Learning Disabilities Identification (SLD) There is minimal awareness of specific learning disabilities determination criteria. Overall, staff were unclear with regard to the process per the regulatory process. RIGL 300.307 (JS 2)	Interviews Record Review	The district will provide professional development on the culturally responsive process, protocols, and procedures for SLD identification per the regulations. There will ongoing supervision of the implementation process. Timeline: Immediately and going. Progress check: January 2015	

Result	6	Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19) <u>COMPLAINTS:</u> 2011 - no complaints during this time period 2012 – no complaints during this time period 2013 – no complaints during this time period <u>MEDIATIONS:</u> 2011 – no mediations during this time period 2012 – no mediations during this time period 2013 – no mediations during this time period <u>HEARINGS:</u> 2011 – no hearings during this time period 2012 – no hearings during this time period 2013 – no hearings during this time period	Data analysis		
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3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
	1	Part C to Part B Transition (Indicator #12) William H. Davies is a high school thus, has no Part C to Part B data.	Data Analysis Interviews State Performance Plan		
Result	2	IDEA Transition Planning at the Middle Level William H. Davies is a high school thus, has no middle level IDEA transition information.	Data Analysis Interviews Record Reviews		
Result	3	IDEA Transition Planning at the High School Level Case managers are responsible for conducting transition assessments and using to inform the IEP process. Teachers reported using Way to Go RI and the Transition	Data Analysis Interviews Record Reviews	The district will provide ongoing professional development in the area of transition with the	

		Planning Inventory (TPI) as well as tools provided through the School to Career Office. Assessments done within the School to Career Office were thorough although not always evidenced on the IEP or within the IEP. Davies conducts appropriate transition assessments but implementation of formalized protocols or processes was not evidenced.		intent of formalizing protocols and processes. Timeline: Progress check January 2015	
Result	4	At the high school the case manager is the point for the Office of Rehabilitative Services (ORS). Some staff members are unclear as to the eligibility criteria and services provided by ORS. Administration reports difficulties in getting feedback or eligibility information from ORS after applications are submitted.	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the case managers as appropriate.	Interviews Document Review		
Result	6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. Davies is 100% compliant with the requirement. (State Performance Plan Indicator #13) However, records reviewed on this visit indicate areas of non-compliance as relates to this indicator.	Interviews Document Review		
Result	7	56% of youth who are no longer in secondary school, has IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The State average was 60%. (State Performance Plan Indicator #14)	Interviews Document Review		